DOCUMENT RESUME

ED 399 828 HE 029 413

TITLE	The Diverse Educational Environment: An Update Report on Systemwide Student and Faculty Diversity Data and Program Initiatives.
INSTITUTION	Oregon State System of Higher Education, Eugene.
PUB DATE	27 Jun 96
NOTE	37p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	American Indians; Asian Americans; Black Students; *College Faculty; College Freshmen; *College Students; *Cultural Pluralism; Enrollment; Enrollment Rate; *Enrollment Trends; Ethnic Groups; Higher Education; Hispanic Americans; In State Students; Minority Groups; Out of State Students; Place of Residence; Public Policy; *Racial Distribution; School Demography; State Surveys; State Universities; Statewide Planning; Student Characteristics; Teacher Characteristics; Trend Analysis
IDENTIFIERS	African Americans; *Diversity (Faculty); *Diversity (Student); Oregon

ABSTRACT

The report provides an update on racial and ethnic distribution in student enrollment and faculty employment for 1995-96 within the Oregon state system of higher education. A Faculty Diversity Initiative is highlighted, focusing on campus efforts to implement plans to achieve greater faculty diversity with the use of supplemental funds. Of the total student enrollment, minority groups represented 11.5 percent in 1995, compared to 12.0 percent in 1994. Hispanic enrollment has increased most since 1981; Asian Americans graduate study enrollment declined slightly, while the number of Asian American undergraduates increased by 15 percent. European American enrollments declined 15 percent, although non-resident enrollment increased in this group. First-time resident freshman enrollment shows a 104 percent increase in minority groups. Hispanic non-resident first-time enrollment grew by 242 percent. It is recommended that policy be reviewed in light of these changes, that procedures for assessing impact of recruitment and retention be established, including an external review process. Among faculty, currently 7.6 percent are minorities, most Asian American (4.2 percent) and Hispanic (2.2 percent). African Americans and American Indians continue to be underrepresented. Highest minority group representation is among assistant professors (13.6 percent). Most of the increases in minority faculty are attributed to the Faculty Diversity Initiative. Attachments include tables that show student enrollment data, full-time instructional faculty data, and faculty diversity initiatives. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 399 828

The Diverse Educational Environment: An Update Report on Systemwide Student and Faculty Diversity Data and Program Initiatives

Prepared for the
Oregon State Board of Higher Education

Oregon State System of Higher Education
Office of Academic Affairs
P.O. Box 3175
Eugene, OR 97403-0175

Presented June 21, 1996

Corrected June 27, 1996

HE 029 413

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Oregon State System of Higher Education
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)"

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

BEST COPY AVAILABLE

Executive Summary

Creating an ethnically diverse academic/social climate at the campus level will benefit the recruitment and retention of all faculty and students. A critical mass of both minority students and faculty is needed to maintain an ethnically diverse campus environment, which promotes a positive academic and social climate. This report provides an update on race/ethnicity in student enrollment and in faculty employment for 1995-96 within the State System. The Faculty Diversity Initiative (FDI) will be highlighted in terms of campus efforts to implement plans to achieve greater faculty diversity with the use of supplemental FDI funds.

Student Enrollment

Of the total System enrollment, minority group students represented 11.5 percent in 1995, compared to 12.0 percent in 1994. Underrepresented minority group student enrollment was 6.2 percent of the total undergraduate enrollment in 1994 compared to 6.4 percent in 1995.

Hispanic/Latino student enrollment has experienced the fastest growth at 189 percent (173 percent in 1994) for undergraduates and 179 percent (159 percent in 1994) for all Hispanic/Latino students when comparing fall 1981 to fall 1995. (The pattern holds true when comparing 1986, the year prior to implementation of the Underrepresented Minority Achievement Scholarship Program (UMASP), and fall 1994, with 128 percent for undergraduates and 126 percent for all Hispanic/Latino students.) Asian Americans experienced a 2 percent decline in graduate enrollment between 1981 and 1995. However, undergraduates increased by 58 percent (2 percent higher than 1994). Asian American undergraduates for the same period increased by 56 percent. European Americans were the only group to have an enrollment decline at a negative 15 percent.

First-time resident freshman enrollment by racial/ethnic group, when comparing fall 1995 to fall 1981, shows an increasing emphasis on enrolling resident minority group students. First-time resident minority student enrollment has increased 104 percent compared to a 48 percent increase for nonresident minority group students between 1981 and 1995. The nonresident enrollment increase was largely due to the high percentage increase in Hispanic/Latino nonresident first-time enrollment at 242 percent (the headcount increase was 19 in 1981 to 56 in 1995). European Americans decreased in resident first-time enrollment by 15 percent but showed a nonresident enrollment increase of 24 percent.

Finally, as noted in the November report, Board policies and programs to encourage campus initiatives to increase or maintain student diversity must undergo further review in light of shifts in student participation rates (e.g., degree of increase for Hispanic students and degree of decline for European Americans) that define underrepresentation, the pending Office of Civil Rights review of the UMASP, and the need for reliable and valid assessment of campus progress in achieving diversity. Staff has indicated in its report to the Board a need for establishing Systemwide procedures for assessing the impact of recruitment and retention at the campus level. To this end, staff has been working with campus representatives to refine a campus climate survey that assesses student perceptions of academic and social experiences in diverse campus environments. In addition to the campus climate survey, the Interinstitutional

UMASP Review Committee has agreed on an evaluation instrument for UMASP recipients to assess the program and their campus experience.

As results come in from the recommended assessment activities, consideration will be given by the UMASP Review Committee to a campus-by-campus external review of the status of diversity and campus climate. An external review would tie educational opportunities to actual student outcome measures for better planning and monitoring at campus and System levels.

Faculty Diversity in the State System: 1995-96

Currently, 182 out of 2,366 (7.6 percent) full-time faculty members are from racial/ethnic minority groups. The greatest percentage of minority group faculty are from Asian American backgrounds (4.2 percent) followed by faculty from Hispanic/Latino backgrounds (2.2 percent). African American faculty (0.8 percent) and American Indian faculty (0.5 percent) continue to have less than 1 percent representation from their respective groups. Comparing within ranks, the highest minority group faculty representation is in the assistant professor rank at 13.6 percent; the lowest minority group representation is in the professor rank at 4.4 percent.

Faculty Diversity Initiative (FDI) Campus Progress Report

On February 17, 1995, the Board of Higher Education approved the proposed Faculty Diversity Initiatives in principle and asked staff to identify resources to enable implementation effective 1995-96. At the July 21, 1995, meeting, the Board approved the staff recommendation that $500,000 be allocated in each year of the 1995-1997 biennium to start the new initiatives. A summary of campus plans and financial commitments illustrates proposed and actual initiatives taking place throughout the State System. These initiatives are intended to supplement and extend campus efforts to increase diversity that are already in place. They must not replace those efforts. The outcome of this set of initiatives is improvement of campus capacities to prepare, recruit, hire, develop, and promote faculty and professional/administrative staff from underrepresented ethnic minority groups.

Most of the increases in minority group faculty representation over the past couple of years can be attributed to heightened efforts by campuses to hire a more diverse faculty. Key to much of this success is Board direction that faculty diversity is a priority. The FDI funds will increasingly play a critical catalytic role in support of campus strategies. An area for further consideration is how to better assist the regional campuses to attract faculty and to incorporate "pipeline" strategies at the pre-doctoral stages.

The Diverse Educational Environment: An Update on Systemwide Student and Faculty Diversity Data and Program Initiatives

Overview

Among the Undergraduate Planning Task Group conclusion statements to the Board in April 1996, was the finding that enrollment growth within OSSHE by underrepresented minority students is not keeping up, in general, with minority population growth within Oregon. As noted in Table A-1, underrepresented minority group students continue to be less represented in educational categories when compared to their overall representation in Oregon's general population. In terms of Oregon's 1990 census data, African Americans are 2.1 percent of the total, but 1.5 percent of Oregon high school 1994 graduates, 1.3 percent of OSSHE's 1994 first-time freshman enrollment, and 1.6 percent of the total enrollment; American Indians are 1.6 percent of the total population, but 1.5 percent of high school graduates, and 1.5 percent of OSSHE's total enrollment. An exception was a 0.2 percent difference of the 1.8 percent of OSSHE first-time freshman enrollment. Hispanic/Latino is 5.4 percent of the total population compared to 3.8 percent of high school graduates, 4.3 percent of OSSHE first-time freshman enrollment, and 3.0 percent of the total enrollment. At the same time, these groups experience the highest first-year attrition percentages (African American 36 percent; American Indian 45 percent; and Hispanic/Latino 37 percent). Also, faculty representation is the lowest for these groups (African American 0.6 percent; American Indian 0.3 percent; and Hispanic/Latino 1.8 percent). Asian Americans are 2.9 percent of the total Oregon population, but are 4.1 percent of high school graduates, 7.0 percent of resident first-time freshmen, and 6.9 percent of the total undergraduate enrollment. Asian American students have the lowest first-year attrition than any other group at 24 percent, and the highest faculty representation of any minority group at 3.9 percent. European Americans are 89 percent of Oregon's high school graduates, 76 percent of undergraduate enrollments, and 90 percent of ranked full-time OSSHE faculty (minority faculty representation has averaged less than 5 percent between 1981 and 1994.

The Task Group conclusions followed an earlier report in November 1995 on Tuition Remission Financial Support to Achieve Diversity, where data indicated that while high school participation rate has improved over the past years, progress is needed in both recruitment and retention of students and faculty. Furthermore, the tuition remission scholarships for first-time freshmen in 1987 and transfer and junior-level students in 1990 will need to be revisited to ensure equal access. Expanded initiatives such as early outreach to students, recruitment, and assessment of diversity, campus climate and outcome measures, and employment of an ethnically diverse faculty at each campus must be pursued to increase student retention and to meet a goal of ongoing incremental increases in providing access and sustained enrollment for Oregon's underrepresented minority students.

Related to student enrollment is the need to increase minority faculty representation. In 1995, OSSHE initiated a faculty recruitment assistance program which should be continued for the foreseeable future, with expansion to step up the recruitment of minority faculty members and improve the pipeline of students moving from undergraduate to graduate programs and to possible collegiate faculty positions. Creating an ethnically diverse academic/social climate at the campus level will benefit the recruitment and retention of all faculty and students. A critical

mass of both minority students and faculty is needed to maintain an ethnically diverse campus environment, which promotes a positive academic and social climate.

This report provides an update on race/ethnicity in student enrollment and in faculty employment for 1995-96 within the State System. The Faculty Diversity Initiative (FDI), approved by the Board in July 1995, will be highlighted in terms of campus efforts to implement plans to achieve greater faculty diversity with the use of supplemental system-level funds.

Student Enrollment

For fall 1995 (see Table A-2), the greatest concentration of minority group enrollment by headcount is at Portland State University, where all minority group students make up 17.5 percent of the total undergraduate enrollment (16.7 percent in 1994). The largest minority group is Asian American at 10.2 percent. In fall 1994, the University of Oregon and Oregon State University had the same undergraduate minority student representation at 13.5 percent. Both institutions experienced essential stability in undergraduate enrollment with the UO minority group student enrollment slightly declining to 13.3 and Oregon State slightly increasing to 13.8. The regional colleges have similar undergraduate minority group enrollments with Western at 8.8 percent in 1995 (7.8 percent in 1994), Southern at 8.8 percent in 1995 (8.1 percent in 1994), Eastern at 9.7 percent in 1995 (11.2 percent in 1994), Oregon Tech 11.1 percent in 1995 (11.2 percent in 1994). At the graduate level, Portland State had 10.5 percent in 1995 (9.6 percent in 1994); UO had 9.4 percent in 1995 (8.0 percent in 1994). Oregon State had 6.5 percent in 1995 (5.9 percent in 1994) and OHSU had 12.1 percent in 1995 (11.5 in 1994). The total system enrollment showed that minority group students represented 11.5 percent in 1995 (12.0 percent in 1994) of the total minority group enrollment; underrepresented minority group students enrollment was 6.2 percent of the total undergraduate enrollment in 1994 (6.4 percent in 1995). (Note: 1994 tables can be found in the November 1995 Report to the Board entitled *Tuition Remission Programs to Achieve Race/Ethnicity Student Diversity in the State System.* This report also includes the most recent data on academic performance, degree completion and attrition, number of degrees awarded by discipline by race/ethnicity.)

As presented in Table A-3, Hispanic/Latino student enrollment has experienced the fastest growth at 189 percent (173 percent in 1994) for undergraduates and 179 percent (159 percent in 1994) for all Hispanic/Latino students when comparing fall 1981 to fall 1995. (The pattern holds true when comparing 1986, the year prior to UMASP implementation, and fall 1994, with 128 percent for undergraduates and 126 percent for all Hispanic/Latino students.) Between 1981 and 1995, African Americans at 19 percent and American Indian at 43 percent, experienced increases but not as dramatic as Hispanic/Latino students. African American and American Indians experienced the greatest increases at the graduate level at 34 percent and 66 percent, respectively. Asian Americans experienced a 2 percent decline in graduate enrollment between 1981 and 1995. However, undergraduates increased by 58 percent (2 percent higher than 1994). Asian American undergraduates for the same period increased by 56 percent. European Americans were the only group to have an enrollment decline at a negative 15 percent.

First-time freshman enrollment by racial/ethic group residency, when comparing fall 1995 to fall 1981 shows an increasing emphasis on enrolling resident minority group students. First-time resident minority student enrollment has increased 104 percent compared to a 48 percent

increase for non-resident minority group students between 1981 and 1995. The non-resident enrollment increase was largely predicated on the high percentage increase in Hispanic/Latino non-resident first-time enrollment at 242 percent (the headcount increase was 19 in 1981 to 56 in 1995). Nevertheless, the resident Hispanic/Latino first-time enrollment increased by 252 percent (going from a headcount of 61 in 1981 to 215 in fall 1995). Of note too, was the 184 percent increase in enrollment for American Indian first-time freshman enrollment (headcount of 43 in 1981 compared to 122 in 1995). In contrast, the total resident enrollment decreased by 6 percent compared to a 31 percent increase for non-resident first-time freshman enrollment. European Americans were the greatest influence on this enrollment pattern with a decrease in resident first-time enrollment of 15 percent but a non-resident enrollment increase of 24 percent. (See Table A-4.)

Finally, as noted in the November report, Board policies and programs to encourage campus initiatives to increase or maintain increasing levels of student diversity must undergo further review in light of shifts in student participation rates (e.g., degree of increase for Hispanic students and the degree of decline for European Americans) that define underrepresentation, the pending Office of Civil Rights review of the UMASP, and the need for reliable and valid assessment of campus progress in achieving diversity. Staff has indicated in its report to the Board a need for establishing systemwide procedures for assessing the impact of recruitment and retention at the campus level. To this end, staff has been working with campus representatives to refine a campus climate survey that assesses student perceptions of academic and social experiences in diverse campus environments. The survey instrument draws upon the campus climate report and survey conducted in spring of 1994 and the subsequent report to the Board in June 1994. Campuses have conducted focus group discussions related to the revised climate survey. Based on feedback from students participating in focus groups, the final version of the instrument will be developed for dissemination in October 1996. The Board will receive a complete report on the survey results in winter 1996-97.

In addition to the campus climate survey, the Interinstitutional UMASP Review Committee has agreed on an evaluation instrument for UMASP recipients to assess the program and their campus experience. The program evaluation will be administered annually during the spring term on each campus. The student responses will be submitted to the Chancellor's Office for analysis and regular reports to the Board. The evaluation will be helpful in determining the impact of the program on student success on the campuses.

As results come in from the recommended assessment activities, consideration will be given by the UMASP Review Committee to the feasibility of pursuing a campus-by-campus external review of the status of diversity and campus climate. The external review will tie educational opportunities to actual student outcome measures for better planning and monitoring at the campus and the System levels.

Faculty Diversity in the State System: 1995-96

Improving racial/ethnic faculty representation is intrinsically related to all efforts to create a diverse educational environment on each campus in the system. As noted in the introduction, minority group faculty representation averaged 5.0 percent of all faculty between 1981 and 1994. In fall 1994, as shown in Table A-1, minority group faculty totaled 6.6 percent (when combining African American, American Indian, Asian American and Hispanic Latino

percentages). In Table B-1, minority group faculty representation has increased to 7.6 percent of all faculty for 1995-96. Currently 182 out of 2,366 full-time faculty members are from racial/ethnic minority groups. The greatest percentage of minority group faculty are from Asian American backgrounds (4.2 percent) followed by those faculty from Hispanic/Latino backgrounds (2.2 percent). African American (at 0.8 percent) and American Indian (at 0.5 percent) continue to have less than one percent representation from their respective groups.

Within each racial/ethnic group, by academic rank, there is no discernable pattern of representation given low numbers (Table B-2). In terms of percentages, Asian Americans are fairly evenly distributed across Professor (29 percent), Associate Professor (30 percent) and Assistant Professor (34 percent). Most African American faculty are at the Professor (36.8 percent) and Assistant Professor (47.4 percent) ranks. American Indian and Hispanic/Latino have a similar pattern of representation — both are concentrated in the Associate and Assistant Professor ranks. American Indian faculty — Associate Professors at 41.7 percent and Assistant Professors at 33.3 percent and Hispanic/Latino faculty — Associate Professors at 35.3 percent and Assistant Professors at 41.2 percent. When comparing within ranks, minority group faculty are most represented in the assistant professor rank at 13.6 percent; the lowest minority group representation is the professor rank at 4.4 percent (Table B-3).

Faculty Diversity Initiative (FDI) Campus Progress Report

On February 17, 1995, the Board of Higher Education approved the proposed Faculty Diversity Initiatives in principle and asked staff to identify resources to enable implementation effective 1995-96. Extensive discussions in the Academic Council, the Presidents Council, and with the Interinstitutional Faculty Senate have resulted in strong support for the initiatives. All groups have endorsed the concept of flexibility, that is, enabling campuses to choose from among the skeletal programs outlined in the policy framework, the program or programs that would seem the best match with different campus missions and be most likely to produce results.

These initiatives are intended to supplement and extend campus efforts to increase diversity that are already in place. They must not replace those efforts. The outcome of this set of initiatives is improvement of campus capacities to prepare, recruit, hire, develop, and promote faculty and professional/administrative staff from underrepresented ethnic minority groups. Put simply, the outcome will be increased diversity.

At the July 21, 1995 meeting, the Board approved the staff recommendation that $500,000 be allocated in each year of the 1995-97 biennium to start the new initiatives. We expect support to continue into the future for these initiatives at least at the starting level of funding. In the event of program discontinuation, timely notification will permit adjustments to be made.

Funds were made available to the seven campuses in designated accounts for 1995-96 and 1996-97, upon review and approval of the campus proposal to use the funds to advance campus diversity plans. Campus proposals are to include expectations of outcomes for the investment being made. Each year of the biennium universities will receive $60,000 each and colleges $40,000 each to be applied to one or more of these initiatives: Targeted Excellence Faculty Diversity Program, Postdoctoral Minority Research Fellows Program, and ABD Minority Scholars

Program. Also, universities will receive $40,000 each and colleges $10,000 each to be applied to one or both of the graduate student preparation programs: Instructionally-Related Minority Faculty Doctoral Advancement Program and the Minority Graduate Student Pipeline Support Program. The numbers of awards and dollar figures for stipends in the Board-approved guidelines for these programs are suggested, not required.

Most of the increases in minority group faculty representation over the past couple of years can be attributed to heightened efforts by campuses to hire more faculty from racial/ethnic backgrounds. Key to much of this success is Board direction that faculty diversity is a priority and each campus' increased ability to compete for faculty in the job market. The FDI funds will increasingly play a critical catalytic role in support of the campuses. An area for further consideration is how to better assist the regional campuses to attract faculty and to incorporate "pipeline" strategies at the pre-doctoral stages.

Summary of Campus Plans and Progress to Increase Faculty Diversity Through the Use of Faculty Diversity Initiative Supplemental Funds

A summary of each campus' plan to increase faculty diversity with the use of FDI is listed below. The attached campus summary tables in Section C go into further detail on campus funding commitments and FDI allocations (proposed and actual) for 1995-96.

Eastern Oregon State College

Eastern proposes the following approaches:

Targets of Opportunity. Outstanding candidates for open faculty positions (or anticipated openings) who advance the affirmative action commitments of the college to increase faculty of color and who are judged by the program faculty and school dean as academically appropriate additions to the faculty may, with the agreement of the provost and the college's affirmative action officer, be offered appointment without a search.

Bridge Funding. Schools will review their anticipated faculty openings over the next three years, looking at tenure relinquishment agreements and — if it comes to pass — agreements to retire resulting from the proposed early/phased retirement program. Where openings are anticipated in the next three years, schools will identify potential faculty who might qualify under the "targets of opportunity" bullet above. Where such opportunities occur and to the extent that Eastern's receipt of non-recurring OSSHE funding of diversity initiatives permit, Eastern will provide "bridge financing," allowing a faculty member to join Eastern's faculty sooner — perhaps years sooner — than might otherwise be possible.

Please note that the first point has now been made an agreed-upon practice at Eastern, as it should be. Both elements are being incorporated into Eastern's Affirmative Action plan. The proposal has the support of the academic deans, the Affirmative Action officer, and the President.

Oregon Institute of Technology

Oregon Institute of Technology implemented a Total Quality Management Committee in Enhancing Faculty Diversity this academic year, 1995-96, in order to develop a program plan that will impact diversity among the engineering and health technology faculty. The program was developed for implementation during the 1996-97 academic year and includes two objectives:

1. To network with a faculty exchange program for bringing minority faculty to OIT. Currently, three partner institutions are interested in developing this plan.

2. To fill at least two of the eight positions which will be open due to the Early Retirement Incentive Plan with minority faculty by the fall of 1997.

Oregon State University

This year's efforts resulted in greater campus expenditures than were anticipated ($554,231 compared to $260,000). This year's actual expenditures do include $297,498 to recruit four tenure-rack faculty to the Department of Ethnic Studies in the College of Liberal Arts. As stated in the FDI proposal, OSU considers establishing this department to be an essential ingredient of the University's total diversity plan.

Implementation of the OSSHE Faculty Diversity Initiatives (FDI) has had a significant positive impact on OSU's diversity efforts. The announcements about and promotion of FDI generated interest from departments across campus and, specifically, from the units identified as target areas in the University's FDI Plan. Within the different program initiatives, specific efforts were as follows:

Targeted Excellence Faculty Diversity. Using a combination of funds from FDI, OSU Minority Faculty Recruitment, and individual departments and colleges, six people of color were supported to teach and, in two cases, also perform administrative duties within academic departments. Funds provided for competitive salary increases, partial support for salary and OPE, research start-up costs, and costs of recruitment. Included in the total amount are funds provided to recruit four tenure-track faculty to the newly-established Department of Ethnic Studies.

Post-Doctoral Minority Research Fellows. Funds were committed for 1995-96 and 1996-97 to support an African American College of Science graduate on a postdoctoral research appointment, working with a successful and respected faculty member on research related to the graduate's interests. The postdoctoral experience is intended to prepare the graduate for competing for tenure-track positions available at OSU in the future.

ABD Minority Scholars. University funds were used to pay the salary and OPE to appoint an African American Ph.D. candidate to a teaching position for two quarters. This appointment was made as part of a pilot program in the College of Liberal Arts that identifies promising Ph.D. students who need additional time and support to complete the thesis. Providing that support at OSU shows the candidate the opportunities for professional growth available at this institution. Two such appointments are anticipated for 1996-97.

Instructionally Related Minority Faculty Doctoral Advancement and Minority Group Graduate Student Pipeline. 1995-96 FDI funds and matching campus funds will be carried forward and distributed during 1996-97 to support a Native American woman, a Latino woman, an African American woman, and an African American man. This strategy will allow OSU to utilize resources for both retention and recruiting purposes and to provide certainty that funds will be available once fellowship commitments are made. Traditionally, graduate fellowship and scholarship program announcements and award selections take place in the academic year preceding award distribution. Thus, the FDI will be administered in a manner that allows both graduate departments and their students to formulate plans for support and apply within a customary fellowship/scholarship program cycle.

Portland State University

Portland State University has identified recruitment areas in order to develop additional strengths in academic programs and where they were seriously underrepresented. The initial goal was to hire an African American female for the School of Social Work, a position that is a primary recommendation made by the Accrediting Association for Social Work Programs; an African American in the School of Business Administration, which has Asian faculty but no other minority faculty representation; a Chicano/Latino faculty member to develop a Chicano/Latino Studies option and to respond to the fastest growing minority student population at the university; a minority faculty member in Environmental Science; and an African American faculty member in either Urban Studies or Public Health where needs were in relation to current urban social issues. Offers were made in all of these areas; recruiting four of the six faculty. An offer was accepted in Urban Studies by an African American female but she recently withdrew to take another position and an offer was made to an African American female in Social Work, but was declined.

Four faculty were successfully hired:

1. An African American Assistant Professor of Business Administration.

2. A Chicano Professor of Fine Arts and Humanities. He is also being asked to develop a Chicano/Latino Studies Program.

3. A Native American Associate Professor of Biology and Environmental Science.

4. A Latino Assistant Professor of Sociology.

Two of the programs funded by OSSHE under the new Faculty Diversity Initiatives are for the purpose of developing minority faculty through support for graduate study. Following are the proposed guidelines for the implementation of these two programs.

Instructionally Related Minority Faculty Doctoral Advancement Program. The Faculty Doctoral Advancement Program will be available to any current minority faculty member, either instructional or administrative, who is interested in pursuing a terminal degree, with the focus on those who are currently pursuing the doctorate. Nominations for the program will come from the administrators of the units in which these individuals are located. The

nomination package will include a letter from the administrator, one other letter of support from a faculty member, and a statement of academic and career goals by the nominee. The nomination letter should also include a statement of how the administrator will support the activities of the candidate, such as through release time or flexibility in the assignment of duties.

To be eligible, the nominee must be a member of a minority group, must be admitted to a graduate program at an OSSHE institution, and must intend to pursue an academic career in higher education. The amount of the award will be $10,000 for Master's students and $11,000 for doctoral students, plus a tuition remission, if necessary. The award will be renewable for one year for Master's students and two years for doctoral students (for a maximum of two years and three years of award, respectively). The selection will be made by the Dean of Graduate Studies, in consultation with the Provost and others as appropriate. The award will be disbursed in three equal amounts at the beginning of each academic quarter.

Minority Group Graduate Student Pipeline Support Program. The Minority Group Graduate Student Pipeline Support Program will be open to any minority student who is admitted to a Master's or doctoral program at PSU and is currently in good standing academically. Although an effort will be made to identify students in doctoral programs, students in Master's programs will also be considered. Regardless of the degree program, the student must show a strong interest in and ability to pursue doctoral level work and have career goals leading to an academic position in higher education. There is considerable evidence to suggest that it may be at least as important to support the Master's level activities as a stepping stone to the doctorate for many students. As an example, the Minority Achievement Award of the Council of Graduate Schools recently went to California State University at Fresno, a Master's only institution, for their consistent work in this area.

Beyond the requirement that nominees be members of minority groups, each must also be admitted to a graduate program at PSU and must intend to pursue an academic career in higher education. The amount of the award will be $10,000 for Master's students and $11,000 for doctoral students, plus a tuition remission if necessary. The award will be renewable for one year for Master's students and for up to two years for doctoral candidates (for a total of two years and three years of award, respectively).

The selection process was initiated following a notification of the program to the Council of Deans at a meeting in early September. A follow-up memo requesting nominations was sent to all department chairs and graduate coordinators, accompanied by a list of minority students in their respective programs. The application package we requested included a nominating letter by a faculty member in the department, at least one additional letter of recommendation from a faculty member, and a statement by the student addressing academic and career goals. Eleven complete nomination packages were received. After reviewing the packets and academic history of each nominee, the Dean of Graduate Studies selected the four recipients. The recipients this year were two Hispanic, one African American, and one Native American student, all of whom are women. Each is currently enrolled in a Master's program and has expressed a strong desire to pursue an academic career.

Southern Oregon State College

Southern Oregon State College is committed to improving faculty diversity and welcome the opportunity to participate in the diversity initiatives. Of the five program options, SOSC will only seek funding for the faculty diversity component (Option #1). Given the needs and opportunities at SOSC, this option will do the most to assist the campus. This program is particularly important this year because two of the minority tenure-track faculty have been lost, which leaves only eleven minority tenure-track faculty. Of the eleven, three are Asian American and the remainder are Hispanic American. The total number of tenure-track faculty is 180.

Targeted Excellence Faculty Diversity Program. After introducing this concept to the faculty, the Associate Provost has met with the 16 search committees now undertaking tenure-track searches. In these discussions, examined were the specialization needed, the particular market for hiring, and the possibility of attracting a successful minority faculty member. Six departments agreed to participate (Economics, History, Mathematics, English, Library [2], and Biology). If other searches are successful in attracting minority faculty, some flexibility is hoped for and funds may be allocated to assist those departments.

The proposal is to use the money to fund part of the salary and start-up funds for minority faculty. The start-up funds were bargained to be $2,000 for the first year minority faculty. The new collective bargaining agreement speaks to this program as follows: "It is in the best interest of the college to seek and hire an excellent and diverse faculty. With the support of the State Board of Higher Education and OSSHE, the college will, when feasible, recruit and support ethnic minority tenure-track positions with matching funds from OSSHE's Targeted Excellence Program. In an effort to compete for promising candidates, the college may, in consultation with the department chair and dean, offer a combination of enhancements up to $6,000 for the first year." Depending on the actual numbers of faculty hired, the funding will be adjusted to provide up to one-half of the salary for three years. The current negotiated salary for an assistant professor is $31,782.

Over the next three to five years, approximately 25 additional retirements are anticipated, which presents real opportunities to increase the diversity in the faculty. These retirements will be in a variety of departments across the campus. This funding is intended to continue to be used for faculty hiring.

It appears that the majority of the other options are focused on graduate students. Currently the graduate program is very limited and primarily serves placebound adults who wish to complete a Master's degree. In future years, SOSC would be interested in partnering with one of the universities to support a minority graduate student who is interested in teaching in a small college setting.

University of Oregon

The University of Oregon has committed up to $300,000 per year for up to three years for minority faculty recruiting. FDI funds will further the recruitment objectives of UO's minority faculty recruitment in two areas: salary support for visiting faculty and first-year diversity hires, and salary support for graduate student, postdoctoral, and ABD ("all but dissertation" completed) hires.

Support for UO's Faculty Diversity Initiatives for Tenure-Track Faculty - $60,000 Requested for Each Year of the Biennium. OSSHE funds would enable UO to increase the candidate pool of prospective faculty of color for tenure-track positions at the university to make competitive salary offers to full academic year appointments for visiting faculty of color. These appointments would be for up to two years in disciplines targeted to have tenure-track searches within the next two years. By making a full year visiting appointment, UO will be able to attract prospective faculty to the campus. During this "courtship" year or two, these visitors can become acquainted with the community and institutional facilities and strengths, and assess their interest and eligibility for emerging tenure-track faculty positions and provide them with mentorship and development support to enhance their competitiveness for a regular tenure-track position.

This strategy will be of particular importance in academic departments in which a retirement is anticipated or for which diversity needs are especially pressing, e.g. Schools of Music and Law. In addition, workforce analysis indicates a number of departments with faculty who have indicated their retirement dates to be at the end of the 1996-97 and 1997-98 academic years. These departments will be encouraged to seek a qualified minority for a visiting appointment for the 1996-97 and/or 1997-98 academic year using the OSSHE funds, or at least partial support for one or two years. These appointments will be accompanied by a strong mentorship program that will, in a sense, groom these visiting faculty for the tenure-track opening that is imminent, similar to the way post-doctoral appointments often function. UO programs that are of high priority for these visiting appointments include the departments of Romance Languages, Philosophy, Sociology, Ethnic Studies and English in the College of Arts and Sciences; the School of Law; the School of Music; the College of Education; and the School of Journalism and Communication. Attracting more scientists of color for the College of Arts and Sciences is also a high priority.

Only two or perhaps three appointments will be possible. However, by actively recruiting, especially when regular openings exist for the future, the UO plans to make great strides in meeting its goals.

Funds to Increase the Financial Support for and Recruitment of Graduate Students, "ABD's", and Post-Doctoral Candidates from Underrepresented Ethnicities - $40,000 Requested for Each Year of the Biennium. The University of Oregon will use FDI funds to extend significantly its current recruitment initiatives for graduate students of color. The Graduate School has worked with great dedication over the past years to recruit graduate students of color and to identify "ABD" and post-doctoral candidates emerging from graduate schools at other colleges and universities who might be interested in opportunities at the UO. Again, the funds available to the institution to make initial offers on a visiting or

associate basis with the institution are often not sufficient to attract these candidates to the campus. Funds are requested to make the institution more competitive in these efforts in the following ways:

1. Expansion of the Graduate School's Target of Opportunity Laurel Awards. Since its creation in 1991, the Target of Opportunity Laurel Awards (TOLA) has provided tuition to more than 100 undergraduate and 44 graduate students of color at the University of Oregon. Additional fellowships will help to expand the TOLA goals of providing undergraduate students of color with greater incentives to attend graduate school and supporting graduate students of color while they complete their advanced degrees.

2. Creation of a "pipeline" program for UMASP recipients and other UO undergraduates of color. At this point, the UO's Graduate School has limited financial resources for supporting students of color who have successfully completed their undergraduate programs as UMASP scholars. These students are usually highly motivated undergraduates who have proven their potential for advanced degree work and have a strong identity with OSSHE institutions and future scholarship or citizenship opportunities in the state of Oregon. Funds to create additional scholarship or tuition support for these students of color would increase the ability to recruit students of color into the graduate programs.

3. Salary funds for short duration post-doctoral or "ABD" appointments — the University needs resources to extend salary offers for graduate students of color who may be interested in post-doctoral or ABD short-term appointments at UO while they complete research or explore professional opportunities. Salary resources for these appointments would, again, enable the institution to attract these candidates to the campus on a short-term basis while they examine the future professional opportunities here and academic departments assess their eligibility for future tenure-track positions. A post-doctoral minority research fellow program would be particularly useful in the sciences where UO is eager to become more competitive in attracting qualified minority faculty.

To maximize the effect of the funding, the University of Oregon Graduate Student Pipeline Support funds have been dedicated to UO's participation in the Western Interstate Commission for Higher Education (WICHE) Doctoral Scholars Program which shares the University's goals for diversity and provides additional funds and services toward these ends. The WICHE Doctoral Scholarships have been offered to two outstanding graduate students: Jason Younker, a Native American in the Department of Anthropology who is currently completing a Master's degree at UO, and Anne Rascon, an Hispanic student from the University of California at Santa Cruz who is being recruited to the doctoral program in Comparative Literature. Each has expressed an intention to seek academic employment following completion of the degree program.

The WICHE program is committed to multi-year financial support combined with mentoring and academic support services that increase the likelihood that doctoral students from underrepresented groups will successfully complete their doctoral program and pursue careers

in college/university teaching. The WICHE Doctoral Scholars program shares costs approximately equally with the University to provide support for two doctoral students for four academic years: stipend ($12,000 per year per student), insurance, travel costs for mentor and student to participate in a Compact for Faculty Diversity Institute, and assistance with post-graduate placement in academic positions (within the western region if possible). The University also provides tuition for the four years of each Scholar's tenure and an opportunity for the Scholars to gain teaching experience.

Western Oregon State College

Western will use funds to:

1. Continue to fund the previously established "Grow Your Own" program for minority faculty. Western presently has one individual in this program and another in the pipeline. Funds will be used to support candidates to secure the terminal degree. At this time, a Mexican American faculty member is receiving FDI funds to complete a doctoral degree in education at the University of California, Berkeley. The faculty member will resume teaching responsibilities at Western in fall of 1998. Several other "Grow Your Own" proposals are under consideration.

2. Fund several multicultural professorships. Western has identified Mexican American Literature, African Studies, Multicultural Education, and Developing World Music and Culture as areas likely to be developed through identifying faculty expertise through this initiative, i.e., Western has hired a Mexican-American faculty member as a tenure-track Associate Professor in the School of Education's Secondary Education Division. The faculty member's academic specialty is bilingual/multicultural education. Finally, Western has conducted several searches in the Liberal Arts and Sciences with no success due to lack of availability to offer competitively acceptable salaries.

Attachment A

Student Enrollment Data

Table A-1

Examples of Participation Percentages by Ethnicity

	Oregon '90 Population	OR HS '94Grads	OR Res 1994 OSSHE Freshmen	OSSHE Undergrad 1994 Students*	OSSHE 1994 1st Yr Attrition	Full-time '94 Ranked Fac.
African American	2.1%	1.5%	1.3%	1.6%	36%	.6%
American Indian	1.6%	1.5%	1.8%	1.5%	45%	.3%
Asian American	2.9%	4.1%	7.0%	6.9%	24%	3.9%
Hispanic/Latino	5.4%	3.8%	4.3%	3.0%	37%	1.8%
European American	85.7%	89.1%	81.7%	76.1%	32%	89.8%
Nonresident Alien	--	--	.4%	4.9%	--	--
Unknown	2.3%	--	3.5%	6.0%	--	3.6%

*Includes resident and nonresident students

Table A-2

First-Time Freshman Enrollment by Racial/Ethnic Group and Residency*
Fall 1995 Compared to Fall 1981

	Fall 1981	Fall 1986	Fall 1990	Fall 1995	% Change 1981-1995
African American					
Resident	64	53	70	88	38%
Nonresident	46	49	21	44	-4%
Total	110	102	91	132	20%
American Indian/Alaskan Native					
Resident	43	40	91	122	184%
Nonresident	26	19	17	28	8%
Total	69	59	108	150	117%
Asian American					
Resident	215	232	286	355	65%
Nonresident	95	133	122	148	56%
Total	310	365	408	503	62%
Hispanic/Latino					
Resident	61	84	167	215	252%
Nonresident	19	19	44	56	195%
Total	80	103	211	271	239%
Minority Subtotal					
Resident	383	344	614	780	104%
Nonresident	186	201	204	276	48%
Total	569	545	818	1,056	86%
European American					
Resident	5,770	5,188	4,554	4,889	-15%
Nonresident	1,034	1,114	1,172	1,280	24%
Total	6,804	6,302	5,726	6,169	-9%
Nonresident Alien					
Total	157	NA	148	207	32%
Unknown/Declined to Respond					
Resident	101	NA	165	200	98%
Nonresident	36	NA	117	92	156%
Total	137	NA	282	292	113%
Grand Total					
Resident	6,254	NA	5,333	5,869	-6%
Nonresident	1,413	NA	1,641	1,855	31%
Total	7,667	6,847**	6,974	7,724	1%

*The resident and nonresident categories reflect the basis on which fees were assessed.

**This total includes numbers from nonresident alien and unknown or declined categories for which detail is n

Source: OSSHE Institutional Research Services, Fall 1995 Fourth Week Enrollment Reports, report ERDD-03.

h:\common\minority\freshmn.wb2

SMc: 4/30/96

BEST COPY AVAILABLE

Table A-3

Base Enrollment by Racial/Ethnic Group, Fall 1995 Headcount

	Nonresident Alien		African American		American Indian		Asian American		Hispanic/ Latino		European American		No Response		Total	
	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total	Number	% of Total
UO																
Undergrad	1,144	8.3%	207	1.5%	161	1.2%	1036	7.6%	411	3.0%	10145	74.0%	613	4.5%	13,717	100%
Grad	503	14.7%	44	1.3%	37	1.1%	146	4.3%	93	2.7%	2276	66.5%	323	9.4%	3,422	100%
OSU																
Undergrad	509	4.5%	152	1.3%	175	1.5%	860	7.6%	387	3.4%	8830	77.8%	438	3.9%	11,351	100%
Grad	852	30.3%	20	0.7%	25	0.9%	83	3.0%	52	1.9%	1596	56.8%	182	6.5%	2,810	100%
PSU																
Undergrad	423	4.1%	296	2.9%	140	1.4%	1041	10.2%	309	3.0%	6864	67.2%	1143	11.2%	10,216	100%
Grad	342	8.3%	101	2.4%	38	0.9%	200	4.8%	107	2.6%	2905	70.3%	439	10.6%	4,132	100%
WOSC																
Undergrad	92	2.5%	28	0.8%	64	1.7%	84	2.3%	112	3.0%	3127	84.7%	183	5.0%	3,690	100%
Grad	8	3.7%	3	1.4%	1	0.5%	0	--	3	1.4%	172	78.9%	31	14.2%	218	100%
SOSC.																
Undergrad	101	2.4%	36	0.9%	97	2.3%	94	2.2%	136	3.2%	3503	83.4%	233	5.5%	4,200	100%
Grad	22	6.7%	0	--	6	1.8%	4	1.2%	4	1.2%	262	79.6%	31	9.4%	329	100%
EOSC																
Undergrad	43	2.3%	18	1.0%	41	2.2%	48	2.6%	72	3.9%	1554	84.8%	56	3.1%	1,832	100%
Grad	0	--	0	--	0	--	0	--	0	--	13	86.7%	2	13.3%	15	100%
OIT																
Undergrad	25	1.0%	25	1.0%	71	2.9%	91	3.7%	86	3.5%	2053	84.4%	82	3.4%	2,433	100%
Grad	0	--	0	--	0	--	0	--	0	--	0	--	0	--	0	--
OHSU																
Undergrad	4	0.7%	7	1.2%	9	1.5%	35	5.9%	17	2.9%	524	87.9%	0	--	596	100%
Grad	65	5.5%	9	0.8%	6	0.5%	94	8.0%	36	3.1%	965	82.1%	0	--	1,175	100%
Subtotals																
Undergrad	2,341	4.9%	769	1.6%	758	1.6%	3,289	6.8%	1,530	3.2%	36,600	76.2%	2,748	5.7%	48,035	100%
Grad	1,792	14.8%	177	1.5%	113	0.9%	527	4.4%	295	2.4%	8,189	67.7%	1,008	8.3%	12,101	100%
Total	4,133	6.9%	946	1.6%	871	1.4%	3,816	6.3%	1,825	3.0%	44,789	74.5%	3,756	6.2%	60,136	100%

Source: OSSHE Institutional Research Services, Fall 1995 Fall Fourth Week Enrollment Reports, report ERDD-03.

H:\common\minority\ethnhc95.wb2

SMc: 4/30/96

Table A-4

OSSHE Headcount Enrollment by Racial/Ethnic Group
Fall 1995 Compared to Fall 1981

	Fall 1981	Fall 1986	Fall 1990	Fall 1995	% Change 1981-1995
African American					
Undergraduates	665	665	702	769	16%
Graduates	132	105	125	177	34%
Total	797	770	827	946	19%
American Indian/Alaskan Native					
Undergraduates	542	527	650	758	40%
Graduates	68	57	90	113	66%
Total	610	584	740	871	43%
Asian American					
Undergraduates	2,084	2,317	2,674	3,289	58%
Graduates	539	282	388	527	-2%
Total	2,623	2,599	3,062	3,816	45%
Hispanic/Latino					
Undergraduates	529	634	1,073	1,530	189%
Graduates	126	118	143	295	134%
Total	655	752	1,216	1,825	179%
Minority Subtotal					
Undergraduates	3,820	4,143	5,099	6,346	66%
Graduates	865	562	746	1,112	29%
Total	4,685	4,705	5,845	7,458	59%
European American					
Undergraduates	42,181	41,078	39,889	36,600	-13%
Graduates	10,651	8,565	8,125	8,189	-23%
Total	52,832	49,643	48,014	44,789	-15%
Nonresident Alien					
Undergraduates	1,396	2,107	2,089	2,341	68%
Graduates	877	1,716	2,133	1,792	104%
Total	2,273	3,823	4,222	4,133	82%
Unknown/Declined to Respond					
Undergraduates	2,032	2,559	4,245	2,748	35%
Graduates	1,038	835	1,283	1,008	-3%
Total	3,070	3,394	5,528	3,756	22%
Grand Total					
Undergraduates	**49,429**	**49,887**	**51,322**	**48,035**	-3%
Graduates	**13,431**	**11,678**	**12,287**	**12,101**	-10%
Total	**62,860**	**61,565**	**63,609**	**60,136**	-4%

Source: OSSHE Institutional Research Services, Fall 1995 Fourth Week Enrollment Reports, report ERDD-03.
h:\common\minority\osshehc.wb2
SMc: 4/30/96

Attachment B

Full-Time Instructional Faculty Data

TABLE B-1

OSSHE Full-Time Faculty by Race/Ethnicity 1995-96

	UO		OSU		PSU		WOSC		SOSC		EOSC		OIT		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No	%	No.	%	No.	%
African American	7	1.0	4	.5	7	1.7	1	.7	0	--	0	--	0	--	19	.8
American Indian	4	.6	3	.4	4	1.0	1	.7	0	--	0	--	0	--	12	.5
Asian American	29	4.3	46	6.0	15	3.6	3	2.0	6	3.6	0	--	1	.9	100	4.2
Hispanic/Latino	22	3.3	12	1.6	4	1.0	1	.7	6	3.6	3	3.7	3	2.8	51	2.2
European American	606	89.8	704	91.0	315	76.4	138	92.6	151	91.0	75	91.5	105	96.3	2094	85.5
Unknown/Decline	7	1.0	4	.5	67	16.3	5	3.3	3	1.8	4	4.9	0	--	90	3.8
Total	675	100.0	773	100.0	412	100.0	149	100.0	166	100.0	82	100.0	109	100.0	2366	100.0

H:\ACA\THOM\DIVERSE\FT-FAC.WPD

TABLE B-2

Number of Full-Time Instructional Faculty by Rank and Ethnic Group

New and Continuing Faculty Academic Year 1995-96

	Professor		Assoc Professor		Assistant Professor		Instructor		Total	
	No.	% of Total (across)	No.	% of Total (across)	No.	% of Total (across)	No.	% of Total (across)	No.	
University of Oregon										
African American	2	28.6%	1	14.3%	3	42.9%	1	14.3%	7	100.0%
American Indian	0	0.0%	1	25.0%	3	75.0%	0	0.0%	4	100.0%
Asian American	9	31.0%	7	24.1%	7	24.1%	6	20.7%	29	100.0%
Hispanic/Latino	1	4.5%	5	22.7%	12	54.5%	4	18.2%	22	100.0%
European American	232	38.3%	177	29.2%	115	19.0%	82	13.5%	606	100.0%
Unknown/Declined	0	0.0%	2	28.6%	4	57.1%	1	14.3%	7	100.0%
Total	244	36.1%	193	28.6%	144	21.3%	94	13.9%	675	100.0%
Oregon State University										
African American	2	50.0%	0	0.0%	2	50.0%	0	0.0%	4	100.0%
American Indian	2	66.7%	1	33.3%	0	0.0%	0	0.0%	3	100.0%
Asian American	11	23.9%	15	32.6%	19	41.3%	1	2.2%	46	100.0%
Hispanic/Latino	1	8.3%	5	41.7%	4	33.3%	2	16.7%	12	100.0%
European American	309	43.9%	236	33.5%	116	16.5%	43	6.1%	704	100.0%
Declined	1	25.0%	1	25.0%	2	50.0%	0	0.0%	4	100.0%
Total	326	42.2%	258	33.4%	143	18.5%	46	6.0%	773	100.0%
Portland State University										
African American	3	42.9%	1	14.3%	3	42.9%	0	0.0%	7	100.0%
American Indian	0	0.0%	3	75.0%	1	25.0%	0	0.0%	4	100.0%
Asian American	7	46.7%	4	26.7%	4	26.7%	0	0.0%	15	100.0%
Hispanic/Latino	0	0.0%	1	25.0%	2	50.0%	1	25.0%	4	100.0%
European American	196	62.2%	72	22.9%	46	14.6%	1	0.3%	315	100.0%
Declined	13	19.4%	32	47.8%	22	32.8%	0	0.0%	67	100.0%
Total	219	53.2%	113	27.4%	78	18.9%	2	0.5%	412	100.0%
Western Oregon State College										
African American	0	0.0%	0	0.0%	1	100.0%	0	0.0%	1	100.0%
American Indian	1	100.0%	0	0.0%	0	0.0%	0	0.0%	1	100.0%
Asian American	1	33.3%	0	0.0%	2	66.7%	0	0.0%	3	100.0%
Hispanic/Latino	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
European American	45	32.6%	38	27.5%	43	31.2%	12	8.7%	138	100.0%
Declined	1	20.0%	0	0.0%	4	80.0%	0	0.0%	5	100.0%
Total	48	32.2%	39	26.2%	50	33.6%	12	8.1%	149	100.0%
Southern Oregon State College										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian American	1	16.7%	3	50.0%	2	33.3%	0	0.0%	6	100.0%
Hispanic/Latino	1	16.7%	4	66.7%	1	16.7%	0	0.0%	6	100.0%
European American	60	39.7%	43	28.5%	28	18.5%	20	13.2%	151	100.0%
Declined	0	0.0%	1	33.3%	2	66.7%	0	0.0%	3	100.0%
Total	62	37.3%	51	30.7%	33	19.9%	20	12.0%	166	100.0%

BEST COPY AVAILABLE

	Professor		Assoc Professor		Assistant Professor		Instructor		Total	
	No.	% of Total (across)	No.	% of Total (across)	No.	% of Total (across)	No.	% of Total (across)	No.	
Eastern Oregon State College										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino	1	33.3%	0	0.0%	1	33.3%	1	33.3%	3	100.0%
European American	21	28.0%	29	38.7%	19	25.3%	6	8.0%	75	100.0%
Declined	0	0.0%	0	0.0%	4	100.0%	0	0.0%	4	100.0%
Total	22	26.8%	29	35.4%	24	29.3%	7	8.5%	82	100.0%
Oregon Institute of Technology										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian American	0	0.0%	1	100.0%	0	0.0%	0	0.0%	1	100.0%
Hispanic/Latino	0	0.0%	2	66.7%	1	33.3%	0	0.0%	3	100.0%
European American	40	38.1%	27	25.7%	30	28.6%	8	7.6%	105	100.0%
Declined	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	40	36.7%	30	27.5%	31	28.4%	8	7.3%	109	100.0%
System Totals										
African American	7	36.8%	2	10.5%	9	47.4%	1	5.3%	19	100.0%
American Indian	3	25.0%	5	41.7%	4	33.3%	0	0.0%	12	100.0%
Asian American	29	29.0%	30	30.0%	34	34.0%	7	7.0%	100	100.0%
Hispanic/Latino	4	7.8%	18	35.3%	21	41.2%	8	15.7%	51	100.0%
European American	903	43.1%	622	29.7%	397	19.0%	172	8.2%	2094	100.0%
Declined	15	16.7%	36	40.0%	38	42.2%	1	1.1%	90	100.0%
Total	961	40.6%	713	30.1%	503	21.3%	189	8.0%	2366	100.0%

Source: OSSHE Institutional Research Services, 4/24/96

TABLE B-3

Number of Full-Time Instructional Faculty by Rank and Ethnic Group

New and Continuing Faculty
Academic Year 1995-96

	Professor		Assoc Professor		Assistant Professor		Instructor		Total	
	No.	% of Total (down)	No.	% of Total (down)	No.	% of Total (down)	No.	% of Total (down)	No.	
University of Oregon										
African American	2	0.8%	1	0.5%	3	2.1%	1	1.1%	7	1.0%
American Indian	0	0.0%	1	0.5%	3	2.1%	0	0.0%	4	0.6%
Asian American	9	3.7%	7	3.6%	7	4.9%	6	6.4%	29	4.3%
Hispanic/Latino	1	0.4%	5	2.6%	12	8.3%	4	4.3%	22	3.3%
European American	232	95.1%	177	91.7%	115	79.9%	82	87.2%	606	89.8%
Unknown/Declined	0	0.0%	2	1.0%	4	2.8%	1	1.1%	7	1.0%
Total	244	100.0%	193	100.0%	144	100.0%	94	100.0%	675	100.0%
Oregon State University										
African American	2	0.6%	0	0.0%	2	1.4%	0	0.0%	4	0.5%
American Indian	2	0.6%	1	0.4%	0	0.0%	0	0.0%	3	0.4%
Asian American	11	3.4%	15	5.8%	19	13.3%	1	2.2%	46	6.0%
Hispanic/Latino	1	0.3%	5	1.9%	4	2.8%	2	4.3%	12	1.6%
European American	309	94.8%	236	91.5%	116	81.1%	43	93.5%	704	91.1%
Unknown/Declined	1	0.3%	1	0.4%	2	1.4%	0	0.0%	4	0.5%
Total	326	100.0%	258	100.0%	143	100.0%	46	100.0%	773	100.0%
Portland State University										
African American	3	1.4%	1	0.9%	3	3.8%	0	0.0%	7	1.7%
American Indian	0	0.0%	3	2.7%	1	1.3%	0	0.0%	4	1.0%
Asian American	7	3.2%	4	3.5%	4	5.1%	0	0.0%	15	3.6%
Hispanic/Latino	0	0.0%	1	0.9%	2	2.6%	1	50.0%	4	1.0%
European American	196	89.5%	72	63.7%	46	59.0%	1	50.0%	315	76.5%
Unknown/Declined	13	5.9%	32	28.3%	22	28.2%	0	0.0%	67	16.3%
Total	219	100.0%	113	100.0%	78	100.0%	2	100.0%	412	100.0%
Western Oregon State College										
African American	0	0.0%	0	0.0%	1	2.0%	0	0.0%	1	0.7%
American Indian	1	2.1%	0	0.0%	0	0.0%	0	0.0%	1	0.7%
Asian American	1	2.1%	0	0.0%	2	4.0%	0	0.0%	3	2.0%
Hispanic/Latino	0	0.0%	1	2.6%	0	0.0%	0	0.0%	1	0.7%
European American	45	93.8%	38	97.4%	43	86.0%	12	100.0%	138	92.6%
Unknown/Declined	1	2.1%	0	0.0%	4	8.0%	0	0.0%	5	3.4%
Total	48	100.0%	39	100.0%	50	100.0%	12	100.0%	149	100.0%
Southern Oregon State College										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian American	1	1.6%	3	5.9%	2	6.1%	0	0.0%	6	3.6%
Hispanic/Latino	1	1.6%	4	7.8%	1	3.0%	0	0.0%	6	3.6%
European American	60	96.8%	43	84.3%	28	84.8%	20	100.0%	151	91.0%
Unknown/Declined	0	0.0%	1	2.0%	2	6.1%	0	0.0%	3	1.8%
Total	62	100.0%	51	100.0%	33	100.0%	20	100.0%	166	100.0%

BEST COPY AVAILABLE

	Professor		Assoc Professor		Assistant Professor		Instructor		Total	
	No.	% of Total (down)	No.	% of Total (down)	No.	% of Total (down)	No.	% of Total (down)	No.	
Eastern Oregon State College										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Hispanic/Latino	1	4.5%	0	0.0%	1	4.2%	1	14.3%	3	3.7%
European American	21	95.5%	29	100.0%	19	79.2%	6	85.7%	75	91.5%
Unknown/Declined	0	0.0%	0	0.0%	4	16.7%	0	0.0%	4	4.9%
Total	22	100.0%	29	100.0%	24	100.0%	7	100.0%	82	100.0%
Oregon Institute of Technology										
African American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
American Indian	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Asian American	0	0.0%	1	3.3%	0	0.0%	0	0.0%	1	0.9%
Hispanic/Latino	0	0.0%	2	6.7%	1	3.2%	0	0.0%	3	2.8%
European American	40	100.0%	27	90.0%	30	96.8%	8	100.0%	105	96.3%
Unknown/Declined	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total	40	100.0%	30	100.0%	31	100.0%	8	100.0%	109	100.0%
System Totals										
African American	7	0.7%	2	0.3%	9	1.8%	1	0.5%	19	0.8%
American Indian	3	0.3%	5	0.7%	4	0.8%	0	0.0%	12	0.5%
Asian American	29	3.0%	30	4.2%	34	6.8%	7	3.7%	100	4.2%
Hispanic/Latino	4	0.4%	18	2.5%	21	4.2%	8	4.2%	51	2.2%
European American	903	94.0%	622	87.2%	397	78.9%	172	91.0%	2094	88.5%
Unknown/Declined	15	1.6%	36	5.0%	38	7.6%	1	0.5%	90	3.8%
Total	961	100.0%	713	100.0%	503	100.0%	189	100.0%	2366	100.0%

Source: OSSHE Institutional Research Services, 4/24/96

Attachment C

Faculty Diversity Initiatives

Campus Update Reports: 1995-96

Eastern Oregon State College
OSSHE Faculty Diversity Initiatives
1995-96 Campus Update Report

Program Initiative	Financial Commitments*			
	Campus		FDI	
	Proposed	Actual	Proposed	Actual
1. Targeted Excellence Faculty Diversity				
2. Post-Doctoral Minority Research Fellows				
3. ABD Minority Scholars				
4. Instructionally Related Minority Faculty Doctoral Advancement				
5. Minority Group Graduate Student Pipeline				
TOTAL			$50,000	

Comments on program impact on diversity efforts (e.g., number of graduate students, faculty recruited; faculty hires, campus/departmental climate observations):

* Specific plans will be developed in two interrelated areas: 1) Targets of opportunity and 2) Bridge Funding. Funding will be used to advance affirmative action commitments where there is actual or anticipated faculty opening. Bridge funding will allow faculty of color to be employed in an anticipated position opening prior to vacancy occurring.

Oregon Institute of Technology
OSSHE Faculty Diversity Initiatives
1995-96 Campus Update Report

Program Initiative	Financial Commitments			
	Campus		FDI	
	Proposed	Actual	Proposed	Actual
1. Targeted Excellence Faculty Diversity				
2. Post-Doctoral Minority Research Fellows				
3. ABD Minority Scholars				
4. Instructionally Related Minority Faculty Doctoral Advancement				
5. Minority Group Graduate Student Pipeline				
TOTAL			$50,000	

Comments on program impact on diversity efforts (e.g., number of graduate students, faculty recruited; faculty hires, campus/departmental climate observations):

Oregon State University
OSSHE Faculty Diversity Initiatives
1995-96 Campus Update Report

Financial Commitments

Program Initiative	Campus		FDI	
	Proposed	Actual	Proposed	Actual
1. Targeted Excellence Faculty Diversity		$436,819	$45,000	$41,698
2. Post-Doctoral Minority Research Fellows		28,000		14,000
3. ABD Minority Scholars	$20,000	22,500	15,000	
4. Instructionally Related Minority Faculty Doctoral Advancement	40,000[1]	21,542[2]	40,000[3]	10,000[4]
5. Minority Group Graduate Student Pipeline		45,370[5]		34,302[6]
OSU Minority Faculty Recruitment	200,000			
TOTAL	$260,000	$554,231	$100,000	$100,000

Comments on program impact on diversity efforts (e.g., number of graduate students, faculty recruited; faculty hires, campus/departmental climate observations):

---

[1] Total for four and five combined.

[2] To be expended in 1996-97.

[3] Total for four and five combined.

[4] To be expended in 1996-97.

[5] To be expneded between 1994 and 1999.

[6] $30,000 to be expended in 1996-97.

Portland State University
OSSHE Faculty Diversity Initiatives
1995-96 Campus Update Report

Financial Commitments

Program Initiative	Campus		FDI	
	Proposed	Actual	Proposed	Actual
1. Targeted Excellence Faculty Diversity *	$221,901	$161,901 (reduced by FDI fund)	$60,000	$60,000
2. Post-Doctoral Minority Research Fellows				
3. ABD Minority Scholars				
4. Instructionally Related Minority Faculty Doctoral Advancement				
5. Minority Group Graduate Student Pipeline **	$0	$20,360	$40,000	$40,000
TOTAL				

Comments on program impact on diversity efforts (e.g., number of graduate students, faculty recruited; faculty hires, campus/departmental climate observations):

* Four tenure-track faculty were hired in Fall 1995. FDI funds are now used to supplement the salaries. From 1995-96 to 1997-98, each faculty position receives $15,000 in FDI funds with campus contributing the remaining salary; PSU will provide full funding for each faculty line as of 1998-99.

** Four students were selected in 1995-96.

Southern Oregon State College
OSSHE Faculty Diversity Initiatives
1995-96 Campus Update Report

Program Initiative	Financial Commitments			
	Campus		FDI	
	Proposed	Actual	Proposed	Actual
1. Targeted Excellence Faculty Diversity *			$40,000	$18,000
2. Post-Doctoral Minority Research Fellows				
3. ABD Minority Scholars				
4. Instructionally Related Minority Faculty Doctoral Advancement				
5. Minority Group Graduate Student Pipeline			10,000	
TOTAL			$50,000	$18,000

Comments on program impact on diversity efforts (e.g., number of graduate students, faculty recruited; faculty hires, campus/departmental climate observations):

*SOSC is using the funds from the Targeted Excellence Faculty Diversity Program in two ways that are in keeping with the collective bargaining agreement:

Firstly, providing salary relief to the department that hires a minority candidate by providing between 1/2 to 1/3 the salary. The department may use these funds to hire additional adjunct faculty. This provides an incentive to the department and allows SOSC to maintain the salaries the college has agreed to in the collective bargaining agreement. SOSC is also providing an additional $2,000 in start-up funds to the minority faculty for the first year. It can be used to fund professional development, technology purchases or release time.

$18,000 out of the $50,000 allocation will be spent for a new faculty member in English.

University of Oregon
OSSHE Faculty Diversity Initiatives
1995-96 Campus Update Report

Financial Commitments

Program Initiative	Campus			FDI	
	Proposed Centrally	Actual Dept.	Centrally	Proposed OSSHE	Actual OSSHE
1. Targeted Excellence Faculty Diversity	$100,000	$256,440	($120,000)	$60,000	$60,000
Visitors	10,000	94,357	(10,000)		
2. Post-Doctoral Minority Research Fellows					
3. ABD Minority Scholars					
4. Instructionally Related Minority Faculty Doctoral Advancement					
5. Minority Group Graduate Student Pipeline				40,000	40,000
TOTAL	$110,000	$350,797	($130,000)	$100,000	$100,000

Comments on program impact on diversity efforts (e.g., number of graduate students, faculty recruited; faculty hires, campus/departmental climate observations):

Eleven minority faculty members were recruited for tenure-related positions in the 1995-96 hiring season. We were successful in hiring four of those individuals, reflected in the $120,000 reported above. Two visiting faculty appointments were also made using the minority faculty recruitment efforts. Our own aggressive program resulted in expenditures beyond the OSSHE FDI program but the targeted appointments using the FDI monies might result in permanent appointments in the future. Graduate funds will be to support campus pipeline strategies and participating in WICHE's Minority Graduate Fellows program.

Western Oregon State College
OSSHE Faculty Diversity Initiatives
1995-96 Campus Update Report

Program Initiative	Financial Commitments			
	Campus		FDI	
	Proposed	Actual	Proposed	Actual
1. Targeted Excellence Faculty Diversity	$53,657		$40,000	
2. Post-Doctoral Minority Research Fellows				
3. ABD Minority Scholars				
4. Instructionally Related Minority Faculty Doctoral Advancement *			10,000	$10,000
5. Minority Group Graduate Student Pipeline				
TOTAL			$50,000	

Comments on program impact on diversity efforts (e.g., number of graduate students, faculty recruited; faculty hires, campus/departmental climate observations):

A Mexican American faculty member has been hired in the School of Education's Secondary Education Division as a tenure-track Associate Professor.

Also, an Hispanic faculty member is being supported to complete a doctoral program in education at the University of California Berkley. Support for tuition will be provided for 1996-97 and 1997-98. The faculty member will resume teaching responsibilities at Western in the fall of 1998. Several other proposals are under consideration as part of Western's "Grow Your Own" program.

Finally, several searches conducted in Liberal Arts and Sciences did not result in hires due to lack of competitive salary offers available at Western.